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ABSTRACT

This report describes and assesses the effectiveness of activities conducted by the University of Toledo (Ohio)/Springfield Local Schools Teacher Corps Project. On-site staff development activities provided at elementary, junior, and high schools are described: (1) a credit-bearing course on multicultural literature; and (2) workshops dealing with problem-solving in mathematics and computer literacy. Course and workshop goals and content are outlined. Project assessment procedures, based on Likert-type evaluation intruments, are summarized, and the positive nature of the responses is discussed. (FG)

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Teacher Corps * Program '79

The University of Toledo/Springfield Local Schools

Summary and Assessment of Spring, 1982, Staff Development and Overview of 1980-82 Staff Development Assessments

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Joan D. Inglis
Project Director

Ralph B. Carroll
On-Site Coordinator

James R. Gress
Evaluation Consultant

July, 1982

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Introduction

Activities to be implemented during Year Three of The University of Toledo/Springfield Local Schools Teacher Corps Project are described in the 1981 Continuation Grants Proposal. The activities include: (1) an LEA staff development program, (2) a master's degree/Ohio teacher certification program as well as community training for Project Interns, and (3) community-based education.

The planning and implementation of a university course and school workshops was a principal focus of project activity during the last three months of Year Three. The course and workshops constituted a substantial part of intern training as well. Planning and implementation of the course and workshops are the focus of this final assessment report. In addition, the report presents a summary of staff development assessments, 1980-82.

This report describes staff development planning; summarizes university courses and building workshops; outlines assessment procedures; and discusses assessment findings and conclusions.

Course and Workshop Planning

The staff development system improvement model designed by the project is described in detail in the 1980 Continuation Proposal (pp. 72-76). Continuation Proposal planning for staff development courses and workshops followed specified criteria. The criteria were:

1. Each course and workshop uses identified Subject Area Goals and Objectives as point of departure for planning.
2. Courses address more complex issues related to larger numbers of goals/objectives which have higher district-wide interest.
3. Workshops address less complex issues related to smaller numbers of goals/objectives which have lesser district-wide interest.
4. Each is offered on-site.

5. Each is developed collaboratively with an instructor by identified teacher committee.

6. Courses utilize CBTE model for design and syllabus.

7. Courses meet UT Graduate School requirements for credit.

8. Workshop plans identify specific objectives.

9. Each is limited to thirty participants.

10. Syllabi/Plans include these elements: identified needs, goals/objectives, activities and materials, and evaluation schema.

11. Each provides for school/classroom implementation.

12. Each is scheduled to accommodate optimum participation.

As provided in the 1980 Continuation Proposal (p. 75):

> The courses will include the goals and objectives originally written by the Subject Area Committees. However, it is expected that these objectives will be refined and expanded, that varied and motivating treatments will be planned, that products which are classroom applicable will be selected and that criterion referenced assessment and performance evaluation will be planned. The intent is to implement Competency Based Education in all coursework.
>
> The workshop format need not adhere to graduate course standards or CBTE. Nonetheless, the objectives, judged to be appropriate for workshop delivery, will also be refined and expanded, motivating experiences will be cued to objectives and appropriate time frames, in terms of the number of hours necessary to accomplish the objectives, will be assigned. Workshops may vary from one half-day in-service sessions to six after school or Saturday sessions.

The course instructor and workshop consultants based identified instructional objectives on staff development program goals and objectives constructed during the 1979-80 project planning year. Course and workshop activities included classroom and other school arena implementation activities. In addition, a planning group for one workshop included:

Trieber Acre	Garnet Forrester	Carol Miller
Vickie Carver	Diane Gajewski	Martha Miller
Orr Chaffee	Thomas Gibney	Aurelio Sanchez
Bonnie Clark	Lynn Haffey	Paul Smith
	Denise Lemerand	

The planning group met twice to complete identified tasks.

Course. During the university's Spring Quarter, a course for credit, "Multicultural Literature," was offered to address identifed goals and objectives. The course addressed the following staff development goals and objectives (pp. 90-91, 104-105):

Basic Skills/Diagnostic-Prescriptive Instruction in Reading

Goal 1: To improve student attitude/motivation resulting in a positive climate toward the reading/learning process.

a. To design teacher strategies for positive learning techniques.

b. To apply those techniques to promote good learner/teacher/parent climate.

Program Subject Area: Schooling that is Multicultural

Goal 1: To help teachers enhance students' sensitivities to individual and cultural differences.

a. To understand the individual students by trying to view them and their world as they do.

b. To design appropriate problem-solving strategies for a variety of learning and social problems.

c. To apply to one's own curriculum area or grade level appropriate information for appreciation of the similarities and differences among cultures.

d. To develop criteria for selecting materials which objectively represent a culturally pluralistic society.

Goal 2: To enhance teachers' understandings of differences among cultural groups.

a. To recognize the diverse multicultural representation in the Springfield Local School District.

b. To appreciate the similarities and differences among cultures in the district in socio-economic, religious, ethnic, and geographical areas.

Goal 3: To help teachers identify pertinent community materials and other resources.

Site-specific course objectives were:

1. Springfield course participants will become familiar with effective multicultural literary materials for use with children and youth.

2. Participants will increase understanding of significant multicultural aspects of our society.

3. Participants will increase sensitivity to cultural stereotypes.

4. Participants will become familiar with instructional strategies for engaging students in multicultural literature.

Instructors were Joan D. Inglis, Professor, Department of Elementary and Early Childhood Education. She was assisted by Ms. Diane Dixon, a department doctoral candidate. Course activities included development of a variety of strategies for implementing an individualized reading program.

Workshops. During the Spring, an elementary school workshop, "Problem-Solving in Mathematics," was conducted at alternative school sites to accomodate district personnel. Another workshop, "Computer Literacy," was conducted in three series of sessions to accomodate both elementary and secondary staffs.

Problem-Solving. The problem-solving workshop addressed the following staff development goals and objectives (pp. 93-96).

Subject Area: Basic Skills/Diagnostic-Prescriptive Instruction in Mathematics

Goal 3: To develop supplementary materials for reinforcing, reteaching or reviewing concepts and skills.

a. To identify supplementary materials that are now available in the district.

b. To identify mathematics skills where supplementary materials are needed to either obtain or maintain the skills.

c. To develop a resource of materials, by grade level, for the development and maintenance of mathematics concepts and skills.

Goal 5: To develop students' problem-solving skills, including skills required for solving "word problems."

a. To identify the skills and techniques the students need to solve word problems.

b. To assess each student to determine what skills each student needs to solve word problems.

c. To identify techniques that are useful and practical in problem solving.

Goal 7: To develop more effective placement procedures.

Goal 11: To develop teachers' diagnosis-prescription skills.

a. To identify the various areas of the mathematics program.

b. To construct instruments to show a student's strengths or weakness in each identified area.

c. To develop procedures for teachers to follow in helping students strengthen weak areas.

d. To develop a list of activities for teachers and students to assist in improving weak areas.

Site-specific objectives for the workshop were:

<u>February 22nd and March 1st Sessions</u>

1. Springfield workshop participants will demonstrate a problem-solving strategy involving "looking for a pattern."

2. Participants will demonstrate a problem-solving strategy involving "constructing a table."

3. Participants will demonstrate a problem-solving strategy involving "accounting for all possibilities."

March 15th and 22nd Sessions

4. Participants will demonstrate a problem-solving strategy involving "acting it out."

5. Participants will demonstrate a problem-solving strategy involving "guessing and checking."

6. Participants will demonstrate a problem-solving strategy involving "making a drawing, diagram or graph."

March 29th Session

7. Participants will identify feasible suggestions for utilizing volunteers and aids in math classes.

8. Participants will identify feasible student grouping patterns, and demonstrated matching groups with instructional objectives.

9. Participants will demonstrate use of a "time per objective" chart for planning a year's math instruction.

10. Participants will become aware of the elements of effective curriculum development in math.

The workshop consultant was Thomas Gibney, Professor of Elementary and Early Childhood Education. Workshop activities included those to be utilized in participants' classrooms.

Computer Workshop. The computer literacy workshop addressed the following staff development goals and objectives (pp. 95-96, 99):

Subject Area: Basic Skills/Diagnostic-Perscriptive Instruction in Mathematics

Goal 9: To develop an "on-going and continuous" record-keeping system.

a. To define or categorize the various areas of the math program.

b. To construct a record keeping form for K-12 which can be utilized and passed on each year to include all areas of the math program as identified in objective above.

c. To develop instruments of evaluation for each area of the mathematics program.

Goal 11: To develop teachers' diagnosis-prescription skills.

a. To identify the various areas of the mathematics program.

b. To construct instruments to show a student's strengths or weakness in each identified area.

c. To develop procedures for teachers to follow in helping students strengthen weak areas.

d. To develop a list of activities for teachers and students to assist in improving weak areas.

Goal 17: To improve effectiveness of communication among professional role groups, particularly in dealing with individual student problems.

Site-specific workshop objectives for the respective series were:

1. Springfield workshop participants will identify basic computer system components and their functions.

2. Participants will demonstrate procedures for using computer-based education.

3. Participants will identify sources of information for computer-based education.

4. Participants will identify terms used in programming/computing.

5. Participants will describe appropriate classroom management strategies for implementing classroom computer activities.

6. Participants will demonstrate computer capabilities for generating tests, puzzles, student records.

7. Participants will demonstrate writing simple computer programs in BASIC, featuring Print, Let, Input, If-Then statements.

8. Participants will demonstrate more sophisticated computer capabilities, e.g., computer graphics, networks and video-combinations.

9. Participants will be relieved of apprehension/anxiety related to using computer technology.

The workshop consultant was Keith Bernhard, Professor of Educational Technology.

Workshop series were Tuesdays, March 30th-May 11th; Wednesdays, March 31st-May 5th; and Wednesdays, May 12th-June 9th.

Participation. About 50 percent of the Springfield staff participated Spring staff development activities. Courses met for ten three-hour sessions; workshops met for between four and six two-hour sessions.

Excluding the project interns, LEA staff participated as follows:

Course	Crissey	Dorr Street	Holland	Jr. High	High School	Other	Total
"Multicultural Literature"	8	4	11	6	4	4	37
Workshops							
"Problem-Solving"							
1st Session	11	13	1	-	-	3	28
2nd Session	-	-	14	-	-	-	14
3rd Session	-	-	9	-	-	-	9
4th Session	10	3	8	-	-	3	24
"Computer Literacy"							
1st Session	8	5	11	7	13	9	53
2nd Session	8	6	10	7	13	9	53
3rd Session	7	5	11	6	10	9	48
4th Session	6	4	11	6	8	8	43
5th Session	6	3	11	7	9	7	43
6th Session	6	3	-	-	-	1	10

Assessment Procedures

Assessment instruments were designed to provide feedback from course and workshop participants.

Each instrument included a number of Likert-type agreement-disagreement items related to identified criteria as well as provisions for other comments

and observations. Course and workshop feedback instruments included items related to instructional objectives, to overall course/workshop and instructor/consultant considerations, and to classroom use. Feedback was collected during the week of May 24th.

Tables 1 through 3 display tabulations and summary comments in response to the instruments utilized.

Spring Findings

Table 1 shows that course participants expressed a very high level of agreement that they had achieved stated course objectives. In addition, there was a high level of agreement about expressed course value and instructor effectiveness.

Tables 2 and 3 show a high level of agreement by workshop participants that stated instructional objectives were achieved. There also was strong agreement that the respective workshops were worthwhile and the consultants effective.

Participants commented on rekindled interest in literature, useful course and workshop ideas, and computer awareness.

Staff Development Assessments Overview

Reports for Fall, Winter and Spring quarters in academic years 1980-81 and 1981-82 summarize the respective staff development course and workshop assessments. Likewise, reports of the Summer '80 Ohio Teacher Institute and the Summer '81 "Workshop" contain respective assessment findings. Tables 4 and 5 in this report provide an overview of those assessments.

For each course and workshop, where available, four indices have been calculated and reported: (1) attainment of course/workshop objectives,

(2) overall course/workshop participant satisfaction, (3) overall instructor(s)/consultant(s) effectiveness and (4) classroom utility. Since assessment instruments for fall, winter and spring courses and building workshops were parallel in their construction and content, the respective indices reflect findings based on parallel items (i.e., comparable items about instructional objectives, overall course/workshop, instructor(s)/consultant(s) and classroom utility). Assessment instruments utilized for the two summer activities, the administrator workshops and the January, 1982, district inservice were not exactly parallel in their construction or content, and reported indices may or may not be comparable. All indices are averages of the average reported responses for one or more assessment instrument items.

Tables 4 and 5 display the summary feedback indices for staff development courses and workshops respectively.

In general, course participants "agreed mostly" that they attained the stated course objectives and that courses had classroom utility. Participants expressed an even greater degree of agreement that courses satisfied overall expectations and that course instructors were effective. Identified summary indices for all course feedback ranged, on the agreement/disagreement scale, from 3.33 to 5.99 (where 4 expresses minimum agreement); 48 of 49 indices were 4.00 or better. Indices for the thirteen identified courses averaged 4.94 for attainment of objectives, 5.09 for course satisfaction, 5.42 for instructor effectiveness, and 4.83 for classroom utility.

Workshop participants "agreed mostly" that they attained stated objectives, that workshops satisfied overall expectations and had classroom utility, and that consultants were effective. Summary indices for all workshop feedback ranged from 3.03 to 6.00; 41 of 48 indices were 4.00 or above. For the fourteen workshops and one district inservice day, indices averaged 4.80 for attainment

of objectives, 4.73 for workshop satisfaction, 4.90 for consultant effectiveness, and 4.22 for classroom utility.

In general, it can be stated, therefore, that participant feedback on the University courses and building/role-group workshops which comprised the Teacher Corps school staff development program for 1980-82 was overwhelmingly positive.

Table 1: Course Feedback--"Multicultural Literature" (N = 22).

	Item	N Responses*							
		6	5	4	3	2	1	NR	X
1.	The course familiarized me with effective multicultural literary materials for use with children and youth.	16	5	1	0	0	0	0	5.68
2.	The course increased my understanding of significant multicultural aspects of our society.	7	12	2	1	0	0	0	5.14
3.	To course increased my sensitivity to cultural stereotypes.	8	13	1	0	0	0	0	5.32
4.	The course familiarized me with instructional strategies for engaging students in multicultural literature.	7	9	4	0	2	0	0	4.86
5.	Overall, the course provided some useful information.	10	9	1	2	0	0	0	5.23
6.	Overall, course activities were interesting.	8	8	4	2	0	0	0	5.00
7.	The instructor was competent.	10	9	1	1	1	0	0	5.18
8.	The instructor was well-organized.	10	9	1	2	0	0	0	5.23
9.	The course helped me in my teaching.	4	13	1	3	0	0	1	5.00

Most Important "Lessons Learned"

Names of 2 movies to use with class!

Too many movies, on Indian talk.

Access to more multicultural texts and storybooks available at library and checked out on a monthly basis for use in reading centre. Card file may be handy to keep for reference.

The card catalog I made will help me in my Language Arts.

Most Important "Lessons Learned" (continued)

Minorities are the smallest of people groups. As teachers, we must be aware of these group and help children to become aware of them and the understanding that there is good in all people. What better way can this be accomplished than through children's literature.

The project was most helpful. Some of the movies will be worthwhile showing.

More aware of sterotyping.

Rekinded my desire to want to read. Called to my attention many new and interesting books.

One of the better classes, lots to read.

Realization of sterotyping in children's books. Need for making children aware of the above.

Classroom Applications

Forced me to "take time" to read more diverse books and share them with my class!

The above reason. I share such books more often with the children.

I read several books that I wouldn't have read on my own. The movies were interesting. I gained ideas to use in my classroom.

Introduced new and interesting books to me that I can share with children.

It presented ideas in teaching about minorities.

Help me to help my staff especially in Lang. Arts.

The course has not only caused to be more sensitive, but to locate & familiarize myself with literature appropriate for use in my classroom.

Aided me in recognizing the stereotypes which seem to prevail in today's juvenile literature.

Being more selective in choosing reading material for classroom. Building useful fill - hopefully continue it.

Provided many ideas and books to use in the classroom. More aware of stressing other cultures with the children.

Classroom Applications (continued)

Introduced new and interesting books to me that I can share with children.

It presented ideas in teaching avout minorities.

It will help me and help my staff especially in Lang. Arts.

The course has not only caused to be more sensitive, but to locate and familiarize myself with literature appropriate for use in my classroom.

Aided me in recognizing the stereotypes which seem to prevail in today's juvenile literature.

Bring more selective in choosing reading material for classroom. Building useful fill-hopefully continue it.

Provided many ideas and books to use in the classroom. More aware of stressing other cultures with the children.

Forced me to "take time" to read more diverse books and share them with my class!

The above reason. I share such books more often with the children.

I read several books that I wouldn't have read on my own. The movies were interesting. I gained ideas to use in my classroom.

TABLE 2. Workshop Feedback -- "Strategies for Effective Mathematics Instruction"

Session/Item	N Responses							
	6	5	4	3	2	1	NR	X
February 22nd and March 1st (N= 35)								
1. Workshop demonstrated a problem-solving strategy involving "looking for a pattern."	13	15	7	-	-	-	-	5.17
2. The workshop demonstrated a problem-solving strategy involving "constructing a table."	13	14	8	-	-	-	-	5.14
3. The workshop demonstrated a problem-solving strategy involving "accounting for all possiblities."	9	19	7	-	-	-	-	5.06
March 15th and 22nd (N= 30)								
4. The workshop demonstrated a problem-solving strategy involving "acting it out."	8	8	13	1	-	-	-	4.77
5. The workshop demonstrated a problem-solving strategy involving "guessing and checking."	2	9	10	-	-	-	9	4.62
6. The workshop demonstrated a problem-solving strategy involving "making a drawing, diagram or graph."	11	12	7	-	-	-	-	5.13
March 29th (N= 22)								
7. The workshop presented feasible suggestions for utilizing volunteers and aids in math classes.	3	4	7	4	2	-	2	4.10
8. The workshop presented feasible student grouping patterns, and it demonstrated matching groups with instructional objectives.	2	9	6	5	-	-	-	4.36
9. The workshop demonstrated use of a "time per objective" chart for planning a year's math instruction.	2	8	5	4	2	-	1	4.19

Session/Item	N Responses 6	5	4	3	2	1	NR	$\bar{X}$
10. The workshop made me aware of the elements of effective curriculum development in math.	1	8	7	4	1	-	1	4.19
All Sessions (N=35)								
11. The workshop activities provided some useful information.	5	12	12	-	2	2	2	4.36
12. Workshop activities were interesting.	6	10	11	3	2	2	1	4.26
13. The university consultant was competent.	16	13	4	-	-	1	1	5.24
14. The university consultant was well-prepared.	13	12	7	1	-	1	1	5.00
15. The university consultant was interesting.	6	11	8	4	3	1	2	4.30
16. The workshop helped me in my teaching.	6	7	7	4	2	4	5	3.97

Classroom Application

It gave me more ideas and I was able to use these in my class. Dr. Gibney did a Super Job!

This was the same kind of information we received from previous workshops. Also it was geared mostly to upper grades. I understand meetings I didn't attend were the same way, repetition.

I am more aware of things I do not get time to put into my schedule. I am also more aware of the number of children that are so far behind!

The ideas presented were more along the enrichment line. I wonder if the time could have been more wisely used discussing ideas for presenting basic concepts.

I felt the workshops were a repeat of what we had last year. Dr. Gibney did give us some useful problems to use in the classroom. I also felt that the workshops were geared to the 5th & 6th grades. Little information was given to the primary teachers to use.

Materials and new ways to approach the teaching of P.S.!

New Ideas. New Challenging Problems, and Hands on Video Aides.

Gave me some problems to incorporate in the classroom.

1) New methods on presenting the same everyday problem in a more interesting way. 2) It convinced me that in our current text there is not enough "hands on" type experience with problem solving and as a result I am doing an entire unit on using the keys to "Problem Solving" taken from resources completely outside of our current text (with approval from Mrs. Jacobi) I think 2 or 3 problems per unit in our current text does not quite achieve problem solving skills and Dr. Gibney reinforced that 100%!!!!

Made me aware of advantages of grouping even though I realize with our computer set up, this plan would be practically impossible.

Suggested ideas for grouping students.

Ideas for grouping and planning of Units. Group activity problem solving techniques.

1) I got some ideas for helping the children estimate answers. 2) Some number games. 3) Some things they can do individually.

Table 3. Workshop Feedback--"Computer Literacy" (N = 31).

	Item	N Responses							
		6	5	4	3	2	1	NR	X
1.	The workshop identified basic computer system components and their functions.	17	10	4	0	0	0	0	5.42
2.	The workshop demonstrated procedures for using computer software.	9	13	6	2	0	1	0	4.84
3.	The workshop identified sources of information for computer-based education	1	11	10	6	1	1	1	4.07
4.	The workshop identified terms used in programming/computing.	12	16	1	2	0	0	0	5.23
5.	The workshop described appropriate classroom management strategies for implementing classroom computer activities.	1	3	11	9	0	4	3	3.43
6.	The workshop demonstrated computer capabilities for generating tests, puzzles, student records.	4	5	8	7	1	4	2	3.72
7.	The workshop demonstrated writing simple computer programs in BASIC, featuring Print, Let, Input, If-Then statements.	8	9	8	2	1	2	1	4.50
8.	The workshop demonstrated more sophisticated computer capabilities, e.g., computer graphics, networks, and video-combinations.	2	12	6	7	2	1	1	4.07
9.	The workshop relieved apprehension/ anxiety related to using computer technology.	4	10	10	2	1	2	2	4.28
10.	Workshop activities provided some useful information.	9	10	6	3	1	2	0	4.55

11.	Workshop activities were interesting.	9	8	10	2	1	1	0	4.61
12.	The university consultant was competent.	17	8	3	2	0	0	1	5.33
13.	The university consultant was well-prepared.	14	10	4	2	0	1	0	5.06
14.	The university consultant was interesting	8	10	10	1	0	2	0	4.61
15.	The workshop helped me in my teaching.	3	2	12	6	1	5	2	3.48

Classroom Applications

Not enough structure. Too much by trial and error.

More aware of computer terms.

Just for initial visits with my class. I need more time to use computer and see what software is available.

Since I only attended one, I really can't adequately evaluate the course. I did learn and enjoy the class.

Making word-find puzzles, ways to teach spelling words, how to show students who to use programs.

Relieved anxiety about starting to incorporate the computer's capabilities into my classroom and personal use.

The course was a flop.

I'm not certain how much teaching I will do involving computers, but it is good to feel that I am at least acquainted with the computers in our building. I'm sorry prior committments prevented me from attending more sessions. Maybe next year!

No computers available yet.

Questionable at this point.

Table 4. Summary of Participant-Responder (P-R) Feedback, Staff Development Credit Courses, 1980-82.

Credit Course	Average P-R Agreement/Disagreement Feedback (N Items)*			
	Objectives Attainment	Course Satisfaction	Instructor Effectiveness	Classroom Utility
Ohio Teacher Institute	4.74 (39)	4.89 (24)	5.16 (10)	----
Curriculum Development	4.39 (10)	4.20 (3)	4.90 (2)	----
Content Area Reading	5.01 (10)	5.30 (2)	5.60 (2)	5.10 (1)
Multicultural Foundations	4.99 (4)	4.94 (2)	5.50 (2)	4.86 (1)
Exceptional Child	5.25 (4)	5.71 (2)	5.99 (2)	5.45 (1)
Multicultural Methods	5.12 (5)	5.56 (2)	5.57 (2)	4.87 (1)
Secondary Methods	4.76 (9)	5.26 (2)	5.50 (2)	4.88 (1)
Summer Workshop	5.12 (8)	4.96 (16)	5.44 (8)	----
Mainstreaming Methods	4.49 (5)	4.60 (2)	5.53 (2)	3.33 (1)
Testing	5.28 (15)	5.18 (2)	5.64 (2)	4.71 (1)
Individualizing Reading (Elem.)	5.02 (9)	5.13 (2)	5.14 (3)	5.21 (1)
Individualizing Reading (Sec.)	4.82 (8)	5.29 (2)	5.29 (2)	4.86 (1)
Multicultural Literature	5.25 (4)	5.12 (2)	5.21 (2)	5.00 (1)
Average of Averages	4.94	5.09	5.42	4.83

*On the Agreement/Disagreement Scale utilized in all cases, 6 = Strongly Agree, 5 = Mostly Agree, 4 = Agree Somewhat, 3 = Disagree Somewhat, 2 = Disagree Mostly, 1 = Disagree Strongly.

Table 5. Summary of Participant-Responder (P-R) Feedback, Staff Development Non-Credit Workshops, 1980-82.

Non-Credit Workshop	Average P-R Agreement/Disagreement Feedback (N Items)			
	Objectives Attainment	Workshop Satisfaction	Consultant Effectiveness	Classroom Utility
Administrators I	----	----	----	----
Reading Motivation	5.13 (6)	5.35 (2)	5.60 (3)	4.90 (1)
School Discipline	4.88 (8)	5.00 (2)	5.43 (3)	4.80 (1)
Student Motivation	4.96 (9)	4.85 (2)	5.35 (2)	4.10 (1)
Math Strategies	5.19 (7)	5.16 (2)	5.79 (3)	4.79 (1)
Curriculum Committee*	----	4.30 (2)	3.88 (1)	4.30 (4)
Quest	5.03 (5)	5.22 (2)	4.76 (3)	4.20 (1)
Curriculum Committee*	----	5.16 (2)	4.00 (1)	----
Administrators II	5.93 (5)	6.00 (3)	6.00 (1)	----
Math CMI	3.74 (7)	3.26 (2)	4.23 (6)	3.03 (1)
Content Area Reading	4.99 (6)	4.28 (2)	5.12 (3)	4.27 (1)
District Inservice	3.90 (9)	4.08 (10)	3.75 (4)	4.57 (5)
Administrators III	----	----	----	----
Math Problem-Solving	4.67 (10)	4.31 (2)	4.85 (3)	3.97 (1)
Computer Literacy	4.40 (9)	4.58 (2)	5.00 (3)	3.48 (1)
Average of Averages	4.80	4.73	4.90	4.22

*Participation in Reading and Mathematics Curriculum Committees constituted part of the non-credit Staff Development Program during Winter-Spring, 1981.